The School District of Palm Beach County

Tradewinds Middle School

2015-16 School Improvement Plan

Tradewinds Middle School

5090 HAVERHILL RD S, Greenacres, FL 33463

www.edline.net/pages/tradewinds_middle_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	83%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	85%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	B	B

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The faculty and staff at Tradewinds Middle School are committed to developing each student's academic, social, physical, and emotional potential in a wholesome, supportive learning environment. Consequently, program initiatives have been carefully selected to address the needs of a diverse student population. The ultimate goal is to create lifelong learners who can contribute to a multicultural and changing world.

Provide the school's vision statement

The faculty and staff believe in the total growth of the student during the transitional period between elementary and high school. We are firm believers in proficiency in the basic skills and provide a strong fundamental foundation upon which more complex skills will be built. In addition to a sound academic foundation, the school strives to develop within your student the skills for decision-making and problem solving, which are so vital to survival in this ever-changing world we live in. The education of a student and the process of teaching him/her how to survive and to be a productive member of society are awesome responsibilities. We know that this can be accomplished only with the school, the home, and the community working hand-in-hand for the total fulfillment of the child. We pledge ourselves to do the very best we can to prepare our students for the challenges of the twenty-first century.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(a) History of Holocaust
(b) History of Africans and African Americans
(c) Hispanic Contributions
(d) Women's Contributions
(e) Sacrifices of Veterans
Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
• Declaration of Independence
• Constitution of the United States and the Bill of Rights
• Federalist papers: Republican form of government
• Flag education
• Civil government: functions and interrelationships
• History of the United States
• Florida history
• Conservation of natural resources
• Health education
• Free enterprise
• Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Our school hosts an annual Multicultural day. During this time, students present traditions and dances from various countries to the staff and students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Tradewinds Middle School, we offer many services including classroom guidance and small group counseling such as anger management and behavior management. We have developed and implemented a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral to Listen to Children) supports students to school-based and community resources.
In assemblies and in class, our faculty articulates, demonstrates, and teaches the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school.
All members of our school staff (non-instructional, support and instructional personnel) clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies. We also model and teach interpersonal expectations in non-academic settings.
Our administration and SwPBS team provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.
Additionally, TMS staff members have created methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.
Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.
All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, nonacademic, age appropriate activities including electives, sports, dances, clubs, field trip, and school plays.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Tradewinds schoolwide behavioral system is focused on deterring behavior as well administering consequences. Behavioral expectations are addressed at the beginning of the year and again at mid-year to remind students of the intended goals while at school. Corrective Behavioral Intervention Forms are used school-wide to ensure consistent and fair treatment of each student when consequences must be rendered. Each student is given time to speak about their situation outside of the classroom so as not disrupt the learning environment. Students are given explanations of their actions that led to a specific consequence. Incentives are also use in direct relation to behavior as rewards to encourage good behavior and the removal of incentives to discourage undesirable behavior. When a teacher deems it necessary to call the main office, the calls are responded to promptly and the administrator, after listening to comments from the teacher, takes the student out to listen to their concerns as well. The administrator will then make a decision based on all the information given.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance,

workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Staff utilizes data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Truancy alert letters are sent after 7 days. Contact should be made by teacher after 3rd absence. Students meet with School Counselor after returning from out of school suspension. Counselors meet with students who have D's or F's after mid term progress reports. School based Team/Response to Intervention is commenced after teachers refer a student in regard to a students' academic or behavioral issues.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	4	10	3	17
One or more suspensions	60	89	45	194
Course failure in ELA or Math	43	62	105	210
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	21	35	29	85

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Teachers contact parents when they're earning D's or F's during progress reports and at least 1 more time during the quarter. School encourages parents to monitor progress through edline. After school tutorial for students for standardized assessment is offered. ESOL PLC, MSCR, Homework club and Aspira also offer assistance. Parents who provide appropriate information receive notification of homework/tests through the Remind 101. Teachers and staff will receive additional training on strategies to help all students including ESE students be successful in the classroom. IEP goals are considered when discussing and developing interventions to close the achievement gap.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/196583.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Tradewinds Middle School builds and sustains partnerships with the community by:
• Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
• Offering fun, interactive tutorials to parents who are unfamiliar with Edline and other forms of educational technology;
• Communicating classroom and school news to parents via website, agendas, email and text when appropriate information is provided;
• Offering Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
• Creating the formats for inviting parent participation in the cultural education process;
• Providing positive notes, letters, phone calls home;

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Subin, Rebecca	Principal
Couey Brisson, Rhonda	Assistant Principal
Kirkwood, Gregory	Assistant Principal
Ramirez, Raysa	Guidance Counselor
Haynes, Lawrence	Dean
McGill, Deloris	Guidance Counselor
Sanon, Magalie	Guidance Counselor
Cruz, Teresa	Attendance/Social Work
Mercado, Carol	Teacher, K-12
Serkez, Linda	Teacher, ESE
Collins, Lynn	Assistant Principal
Brown, Jeanice	Instructional Coach
Armada, Sarah	Instructional Coach
Hunte, Stephanie	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based Leadership Team is comprised of the following members: principal, assistant principals, ESE contact, ELL contact, school psychologist, reading coach, LTF, guidance counselors and grade level/subject leaders. The team uses Baseline Data such as state standardized assessments, Curriculum Based Measurement Florida Assessment for Instruction in Reading (FAIR), Palm Beach County Fall and Winter Diagnostics, Palm Beach Writes, Comprehensive English Language Learning Assessment (CELLA) and teacher input to determine the instructional strategies and resources used at Tradewinds. This information and Office Discipline Referrals, Retentions, Absences are also used at SBT to identify students at risk for behavioral and academic concerns. The interventions are seleceted from the variety of interventions shown on the MTSS Train U website. Multiple agencies are used to help students through counseling groups during the school year. Professional Development is offered through our PD committee to ensure that all faculty and staff members understand the MTSS/RtI process.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

At Tradewinds Middle School we have multiple levels of instruction including core classes, intensive classes and supplemental support. Members of TMS faculty provide tutoring and additional in class or pull out instruction. Our School Based Team (SBT) meets bi-weekly to address the needs of students who are experiencing issues of an academic or behavioral nature. Our liaisons for each student being provided services or monitoring by the SBT meet bi-weekly with the teachers providing the services to ensure students are receiving appropriate interventions in a timely manner. Our staff utilizes the Multi - Tiered Support System. Tradewinds Middle School also receives support from the area support team, UF STEM partnership and curriculum support from the curriculum staff. To help support our teachers, Tradewinds Middle incorporates PAR Teacher support, the Alternative Certification Program, Marzano Training and online support, leadership development through Aspiring Leader's Academy, MTSS professional development and school improvement plan training and support.
Our faculty members meet weekly with members of our administrative staff or our Learning Team Facilitator (LTF) to revise instruction as needed using the Florida Continuous Improvement Model. Copies of assessments, minutes and sign in sheets are maintained by the chair and administrator in charge of each department as well as the LTF.
SwPBS meets monthly to review and address concerns related to the programs and behavioral matrixes and expectations (STARs, I ACHIEVE, and BUC HOUSE RULES).To ensure this is done, minutes are kept for each meeting.
Tradewinds Middle School integrates Single School Culture by sharing and following our guidelines for success. These are known as our "Buc House Rules" and our "I will A.C.H.I.E.V.E." matrix of behavior expectations. We teach the expected behaviors. We communicate with parents through our newsletters, Parent Link (a telephone message system), phone calls, parent training workshops and parent conferences. We monitor our School wide Positive Behavior Support (SwPBS) plan and make changes as needed. In our Learning Team Meetings (LTM), we update our action plans and focus calendars. Our LTMs are held weekly with our administrators or Learning Team Facilitator. Our reading coach works with all faculty members on using high yield strategies to improve reading comprehension across the curriculum. We provide before and after school tutoring and enrichment. We instill appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and the implementation of the Tradewinds Middle School SwPBS programs such as STARs - Students Taking Academic Responsibility.

Tradewinds Middle School also receives services of a district-wide Pre-K to grade 12 Homeless Education Assistance Resource Team (HEART). This team informs parents, guardians, or youth of educational rights, links homeless students with educational and other services, which can include preschool, health, medical, dental, mental health, and substance abuse, alerts parents/guardians/or youth of academic tutoring opportunities when available and needed, provides school supplies and, if needed, school uniforms and toiletries. It also coordinates District Transportation services to maintain home school stability when requested and feasible, ensures Free School Meals (free breakfast and lunch), attend School-Based Team meetings to garner additional student supports, provide outreach services to students living in shelters, motels, and other temporary residences, assists with summer camp and summer enrichment opportunities, facilitates parental involvement specifically oriented to reaching out to parents of homeless students, assists with fees for AP, IB, and SAT/ACT testing, and collaborates with other District programs and community agencies to meet additional individual needs of homeless children and youth.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rebecca Subin	Principal
Aiesha Charles	Parent
Alfonso Scott	Parent
Carolyn McDonald	Parent
Carolyn Tirado	Parent
Celio Duter	Parent
Elizabeth Sonaire	Parent
Lawrence Haynes	Teacher
Marina Morales	Parent
Melanie Hart	Parent
Melissa Atkins	Teacher
Merlene Papalone	Parent
Samantha Atkins	Student
Sara Armada	Teacher
Shelly Schwartz	Parent
Silena Knowles	Parent
Staci Precanico	Parent
Stacy Rostoker	Parent
Tony Loeffler	Parent
Tracy Hart	Parent
Twanza Salomon	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC reviewed the FY15 plan and made suggestions to improve student achievement as related to the new proficiency levels. During the school year, SAC will review the SIP and approve changes, review the budget and approve requests for monies to support students.

Development of this school improvement plan

SAC reviewed the school's data for FY 15 and approved/disapproved of budgetary items for the SIP. Members also met to discuss and provide input into the FY16 plan to ensure it met the school's mission.

Preparation of the school's annual budget and plan

After reviewing the budget and the requirements/restrictions of the budget with the principal at a SAC meeting, SAC members approved the FY16 TMS budget

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:
• School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
• Monies may be expended only on programs or projects selected by the School Advisory Council.
• Neither School District staff nor principals may override the recommendations of the School Advisory Council.
• The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The administration is reaching out to local business leaders requesting their presence as a partner on SAC.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brown, Jeanice	Instructional Coach
Collins, Lynn	Assistant Principal
Couey Brisson, Rhonda	Assistant Principal
Kirkwood, Gregory	Assistant Principal
Subin, Rebecca	Principal
Murat, Shatonia	Teacher, K-12
Haynes, Lawrence	Dean
Hunte, Stephanie	Teacher, K-12
Carlson, Janice	Instructional Media
Armada, Sarah	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Reading Initiative program is done through 3rd period classes - teachers will receive training on presentation techniques for each component of reading including but not limited to main idea, text features, vocabulary. LLT provides the materials, support and training. Each week one subject area is required to provide a writing activity and feedback for the students.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The master schedule is created to allow most teachers to have planning time with teachers of the same subject/grade level. LTMs are scheduled weekly with the LTF,Mrs. Armada. Teachers of the same department have lunch together to allow for discussion of department concerns.
One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators. This is done during the PDD times when all teachers can work together to improve student academic success.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Teachers are recruited to work at Tradewinds Middle School through many means. TMS teachers are encouraged to invite "teaching candidates" to work at Tradewinds as substitutes or volunteers. Tradewinds Middle School administration works with district personnel to find the most qualified person for any openings. New teachers receive frequent professional development regarding educational technology, teaching strategies and data analysis. They are assigned a buddy teacher/peer to help acclimate them to the school's operating procedures. To retain teachers, TMS administration allows them input into the creation of the master schedule, class assignments and curriculum to the extent allowed. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The mentor and mentee are meeting bi-weekly to review Accomplished Educator Practices. The mentor is providing support and feedback through multiple observations, meetings and classroom visits. Mentors and mentees are paired according to needs

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Tradewinds Middle School creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. This occurs through Learning Team Meetings and additional professional development opportunities offered on campus e.g. Reading Plus training, LA training, Writing training, etc.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At Tradewinds, teachers use small group instruction to provide differentiation. Tutorials are offered before, during and after school to assist students in meeting proficiency standards.
Tradewinds Middle School ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Florida Standards.
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Providing instruction aligned with the Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students receiving push-in/pull out services for ELL/ESE
• Integrating accommodations into lesson plans

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 15,300

Students receive additional targeted instruction in math, reading, science, writing and U.S. History through the after school tutorial programs.

Strategy Rationale

Tutoring increases mastery of academic skills, improves self esteem and confidence as well as improving students attitudes toward school. It has been shown to decrease drop out rates, truancies and tardies. It breaks down social barriers and creates new friendships at the same time as promoting emotional support and positive role models .

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Armada, Sarah , sarah.armada@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students are given a diagnostic assessment for the subject. The diagnostic tool shows the area(s) needing improvement. Instructional strategies and resources are determined and implemented using this diagnostic information. At the end of the instruction, another assessment is given. The scores are compared. This strategy includes the use of Discovery Education - a resource that provides the diagnostic assessments and the resources for the remediation.

Strategy: Summer Program

Minutes added to school year: 0

Teachers work collaboratively to create appropriate rigorous standards based lessons, assessments and focus calendars.

Strategy Rationale

Building social capital in schools is not easy or inexpensive. It requires time and typically the infusion of additional teaching staff into the school. It requires a reorientation away from a Teacher of the Year model and toward a system that rewards mentoring and collaboration among teachers. It also asks school principals and district administrators to become more external in their focus—spending less time looking over teachers' shoulders and more time on collaboration with potential outside supporters of teachers' efforts. But after decades of failed programs aimed at improving student achievement through teacher human capital and principal leadership, such investments in social capital are cheap by comparison and off er far more promise of measurable gains for students. - See more at: http://ssir.org/articles/entry/the_missing_link_in_school_reform/#sthash.sNKtF0Fx.dpuf

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Subin, Rebecca, becky.subin@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Administrators will conduct observations to determine that lessons are appropriate. Administrators will provide feedback from observations. Teachers will provide student work samples in LTMs and will review assessments to determine level of rigor and appropriateness for standard.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All faculty members of Tradewinds Middle School participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
At TMS, subject area instructional lead teachers participate in meetings with teachers from feeder elementary schools and high schools. Together they review the needs of the incoming/outgoing students to see what adjustments may need to be with curriculum in the next year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

700

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

At Tradewinds Middle School, we need to improve our growth and performance in reading. Our students in the area of math (lowest performing quartile) demonstrated great growth and performance percentile increase between 2013 and 2014. Science scores increased minimally. Writing scores also showed an increase.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

We determined our lack of growth stems from a need for more staff development in strategies to use in all classes not just in reading and/or math.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Goal 1: If we provide instruction that is well planned and utilizes research based strategies, then by June 2016, the following changes in scores will occur: • the reading proficiency growth and the writing proficiency growth will increase to the 53st percentile as shown by FY16 FSA scores • FY16 FCAT Science 2.0 scores will increase 45 percent proficiency • math proficiency growth will increase to the 51st percentile as shown by FY16 FSA

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Goal 1: If we provide instruction that is well planned and utilizes research based strategies, then by June 2016, the following changes in scores will occur: • the reading proficiency growth and the writing proficiency growth will increase to the 53st percentile as shown by FY16 FSA scores • FY16 FCAT Science 2.0 scores will increase 45 percent proficiency • math proficiency growth will increase to the 51st percentile as shown by FY16 FSA 1a

G070104

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	67.0
FSA Mathematics - Achievement	69.0
FCAT 2.0 Science Proficiency	45.0
Civics EOC Pass	66.0
Algebra I FSA EOC Pass Rate	90.0
Students exhibiting two or more EWS indicators (Total)	5.0

Resources Available to Support the Goal 2

- Florida Standards

- district and school personnel - coach, LTF, resource teacher, specialists

- supplies - paper, writing utensils, toner for copiers, professional book resources

- part time in system payment for teachers

Targeted Barriers to Achieving the Goal 3

- Teachers lack time to unpack standards and plan rigorous instruction.

- Students do not respond to instructional methods and need additional instruction

Plan to Monitor Progress Toward G1. 8

Throughout the year at biweekly meetings, the LTF will review mini assessments with the teacher teams. Also teachers will review quizzes and assessments provided by Performance Matters.

Person Responsible
Sarah Armada

Schedule
Biweekly, from 8/17/2015 to 6/10/2016

Evidence of Completion
Achievement data related to the standards will be collected throughout the year. This data includes diagnostic assessments, FCIM mini assessments, Florida Standards Quizzes, Next Generation Standards Quizzes and Unit Standards Assessments.

Plan to Monitor Progress Toward G1. `8`

The coach will collect and review assessments/student evidence related to the presentation of strategies from Core Six.

Person Responsible
Jeanice Brown

Schedule
Monthly, from 9/7/2015 to 6/10/2016

Evidence of Completion
Achievement data related to the standards will be collected throughout the year. This data includes diagnostic assessments, FCIM mini assessments, Florida Standards Quizzes, Next Generation Standards Quizzes and Unit Standards Assessments.

Plan to Monitor Progress Toward G1. `8`

Throughout the year at biweekly meetings, the LTF will review mini assessments with the teacher teams. Also teachers will review quizzes and assessments provided by Performance Matters.

Person Responsible
Sarah Armada

Schedule
Biweekly, from 9/7/2015 to 6/10/2016

Evidence of Completion
Achievement data related to the standards will be collected throughout the year. This data includes diagnostic assessments, FCIM mini assessments, Florida Standards Quizzes, Next Generation Standards Quizzes and Unit Standards Assessments.

Plan to Monitor Progress Toward G1. `8`

The coach will collect and review assessments/student evidence related to the presentation of strategies from Core Six

Person Responsible
Jeanice Brown

Schedule
Biweekly, from 8/17/2015 to 6/10/2016

Evidence of Completion
Achievement data related to the standards will be collected throughout the year. This data includes diagnostic assessments, FCIM mini assessments, Florida Standards Quizzes, Next Generation Standards Quizzes and Unit Standards Assessments.

Plan to Monitor Progress Toward G1. `8`

The resource teacher will collect data from Discovery Education assessments, Next Generations Standards Quizzes and Unit Standards Assessments regularly to ensure students are making progress.

> **Person Responsible**
> Stephanie Hunte
>
> **Schedule**
> Monthly, from 9/7/2015 to 6/10/2016
>
> *Evidence of Completion*
> Achievement data related to the standards will be collected throughout the year. This data includes diagnostic assessments, FCIM mini assessments, Florida Standards Quizzes, Next Generation Standards Quizzes and Unit Standards Assessments.

Plan to Monitor Progress Toward G1. `8`

The tutorial lead teachers will collect assessment data and provide completed progress monitoring forms to administration.

> **Person Responsible**
> Sarah Armada
>
> **Schedule**
> Monthly, from 9/7/2015 to 4/29/2016
>
> *Evidence of Completion*
> Achievement data related to the standards will be collected throughout the year. This data includes diagnostic assessments, FCIM mini assessments, Florida Standards Quizzes, Next Generation Standards Quizzes and Unit Standards Assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Goal 1: If we provide instruction that is well planned and utilizes research based strategies, then by June 2016, the following changes in scores will occur: • the reading proficiency growth and the writing proficiency growth will increase to the 53st percentile as shown by FY16 FSA scores • FY16 FCAT Science 2.0 scores will increase 45 percent proficiency • math proficiency growth will increase to the 51st percentile as shown by FY16 FSA `1`

🔑 G070104

G1.B1 Teachers lack time to unpack standards and plan rigorous instruction. `2`

🔑 B182447

G1.B1.S1 Teachers will receive training in unpacking standards and creating lessons and scales that are rigorous and match the standards. Teachers will implement rigorous standards based lessons and assessments to improve student learning. `4`

🔑 S194187

Strategy Rationale

Standards are often written as complex, overarching statements that can be interpreted many different ways. In order to teach to the standards effectively and gather accurate data, it's important for teachers to break the standards apart to form a deeper understanding. Working to unpack the standards can be a fun and meaningful process.
It is important for teachers to collaborate with each other during the unpacking process and discuss how to challenge students to make sure they have met the expectations of the standards. -Tobiason, Chang, Heritage, & Jones, 2014

Action Step 1 `5`

Teachers will work with LTF, reading coach and district personnel on unpacking standards and creating rigorous lessons and scales to match the standards in the core subject areas.

Person Responsible

Lynn Collins

Schedule

On 8/14/2015

Evidence of Completion

sign in sheets, handouts and agendas, scales and lesson plans

Action Step 2 `5`

A select group of teachers will receive training on strategies from the Core Six book. These teachers will then model the use of these strategies in classrooms across the campus. They will also meet with other teachers and provide feedback on the use of these strategies.

Person Responsible

Jeanice Brown

Schedule

Every 3 Weeks, from 8/17/2015 to 6/10/2016

Evidence of Completion

schedule of modeling by the trained personnel, lesson plans incorporating the strategies

Action Step 3 `5`

Teachers will meet weekly with LTF to discuss/review lesson plans, assessments and student progress as related to the standards of each subject area.

Person Responsible

Sarah Armada

Schedule

Weekly, from 9/7/2015 to 6/10/2016

Evidence of Completion

LTM sign in sheets, notes, agendas, LTF schedule

Action Step 4 `5`

Teachers will implement strategies for the school wide reading initiative program. The coach, J. Brown, will model lessons and provide support to teachers to ensure that students are receiving appropriate instruction to improve reading across the curriculum.

Person Responsible

Jeanice Brown

Schedule

Weekly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Coach schedule, observation notes, debriefing notes, lesson planning notes, etc.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administrators will conduct observations to ensure that lessons and scales created during the training are in use. Teachers will provide administration with student work samples related to the lessons/assessments

Person Responsible

Rebecca Subin

Schedule

Biweekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

observation notes, lesson plans and scales, student work samples

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Teachers trained in Core 6 strategies will model those strategies and receive feedback from coach and administration. These teachers will also provide feedback to those they observe utilizing the strategies.

Person Responsible

Rhonda Couey Brisson

Schedule

Biweekly, from 9/21/2015 to 6/10/2016

Evidence of Completion

Lesson plans showing lessons that will be modeled, student work samples

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administrators will attend LTMs and provide the LTF with feedback related to the meetings.

Person Responsible

Rebecca Subin

Schedule

Weekly, from 9/7/2015 to 6/10/2016

Evidence of Completion

LTM agendas, notes, sign in sheets, and work products including data/item analysis sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administrators will meet with coach and review coach log/schedule and notes to ensure time is being used appropriately.

Person Responsible

Lynn Collins

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Coach's log/schedule and notes from teacher meetings/observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Scales will be reviewed and approved by administration for use in the classroom. Lesson plans will be reviewed during observations. Assessments will be reviewed during LTMs. Teachers who attended summer training will be expected to have all items in use immediately.

Person Responsible

Rebecca Subin

Schedule

Biweekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Scales, lesson plans, assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Trainers for the Core Six will develop a schedule for modeling strategies. Administrators will observe the "trainers" of Core Six modeling the strategies. Then the teachers who watched the modeling will be given opportunities to implement the strategies. Lesson plans will be reviewed, observation notes from iObservation and emails will be provided to teachers to ensure that they have received appropriate feedback.

Person Responsible

Gregory Kirkwood

Schedule

Monthly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Lesson plans will be collected and reviewed. Schedules will be reviewed to ensure all teachers who wish to have access to the trainers can do so. Observation notes from iObservation and emails to participating teachers will be reviewed to ensure timely appropriate feedback is given.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

In LTMs, grade level/subject area teachers and LTF will review assessments to ensure they are rigorous and related to the standards.

Person Responsible

Sarah Armada

Schedule

Biweekly, from 9/7/2015 to 6/10/2016

Evidence of Completion

student work samples from assessments/lessons and LTM notes showing improvement over baseline data when re-teaching occurs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

The coach will submit a log and schedule each month showing the activities/tasks completed each day. Information will be reviewed by administrator with the coach and feedback will be provided.

Person Responsible

Lynn Collins

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Coach's log and schedule, observation/meeting notes

G1.B2 Students do not respond to instructional methods and need additional instruction `2`

🔧 B182448

G1.B2.S1 Students will receive additional instruction during school from a resource teacher. Students will also utilize Discovery Education online resources to obtain addition instruction and assessment. `4`

🔧 S194188

Strategy Rationale

Research by McQuarrie and Zarry (1999) states that the role of a resource teacher should include direct instruction, assessment, administration, consultation, and collaboration.

Action Step 1 `5`

A part-time resource teacher will provide targeted students with additional support through push in/pull out small group instruction. An assessment on a specific benchmark/skill will be used to determine who is to be in the small group. An assessment will be used to determine progress toward mastery of the benchmark/skill. These assessments will come from Discovery Education online resource.

Person Responsible

Stephanie Hunte

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Lists of students receiving push-in/pull-out instruction, progress monitoring form

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Progress reports from Discovery Education (8th grade Science students) will be reviewed along with notes showing collaboration or planning with Science teachers.

Person Responsible

Stephanie Hunte

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

progress reports and planning notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

The resource teacher will review assessments and test grades to ensure progress is being made.

Person Responsible

Stephanie Hunte

Schedule

Monthly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Grades on assessments for individual students and groups who receive push-in/pull-out instruction

G1.B2.S2 Students will receive additional instruction before/after school from tutorial teachers. 4

S194189

Strategy Rationale

An increasing number of teachers and researchers are equally enthusiastic. They have found that tutoring itself is a critical strategy that promotes active learning. Tutors need to rework the material and present it in a way that someone else can understand; they learn how to learn. - November 1994 | Volume 52 | Number 3 Strategies for Success Pages 58-60 Tutoring Helps Those Who Give, Those Who Receive
Audrey J. Gartner and Frank Riessman

Action Step 1 5

Targeted students will receive additional instruction through tutoring before/after school and differentiated instruction. An assessment on a specific benchmark/skill will be used to determine who is to be in the small group. An assessment will be used to determine progress toward mastery of the benchmark/skill.

Person Responsible

Sarah Armada

Schedule

Weekly, from 8/31/2015 to 4/29/2016

Evidence of Completion

lesson plans, progress monitoring forms

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administrators will perform classroom visits to determine that tutors are providing appropriate instruction. Feedback will be provided to the tutors

Person Responsible

Gregory Kirkwood

Schedule

Monthly, from 9/7/2015 to 4/29/2016

Evidence of Completion

Lesson plans will be reviewed for rigor and releveance. Sign in sheets will be reviewed also.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Progress monitoring forms provided by tutorial teachers will be reviewed by administrators.

Person Responsible

Schedule

Monthly, from 9/7/2015 to 4/29/2016

Evidence of Completion

progress monitoring forms

G1.B2.S3 Students will receive additional time practicing reading using high interest novels provided through classroom libraries and the use of e readers and e books. Students will also have additional time to practice using the computer to complete reading passages through the creation of an additional computer lab. `4`

🔑 S194190

Strategy Rationale

"There is ample evidence that one of the major differences between poor and good readers is the difference in the quantity of total time they spend reading." - National Reading Panel, 2000

Action Step 1 `5`

Classroom libraries will be purchased and plans created to ensure appropriate instructional use of novels, student based magazines such as Junior Scholastic will be purchased to increase student engagement in content based lessons.

Person Responsible

Jeanice Brown

Schedule

Weekly, from 9/7/2015 to 6/10/2016

Evidence of Completion

student products from lesson plans for novel use

Action Step 2 `5`

Tables and chairs will be purchased to set up a new computer lab for use so students can practice additional reading/math skills. Printers will also be purchased to allow printing of assessments in the labs. Lanschool program which allows monitoring of student's computers and sharing of teacher's documents and websites with students will also be purchased to increase practice time of appropriate content based material.

Person Responsible

Gregory Kirkwood

Schedule

On 9/7/2015

Evidence of Completion

Purchase order showing the order and receipt of tables and chairs

Action Step 3 `5`

Nooks will be purchased from SAC funds. Covers and surge protectors for the Nooks will be purchased using Title I funds

Person Responsible

Janice Carlson

Schedule

On 9/7/2015

Evidence of Completion

Purchase order showing the delivery of the covers and Nooks and surge protectors

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

Coach and administrator will check in with classes during RIP to ensure lesson plans are being implemented

Person Responsible

Jeanice Brown

Schedule

Weekly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Log of visit for RIP time

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

A lab schedule will be created to show increased use of computers to practice reading/math skills

Person Responsible

Lester Prieto

Schedule

Monthly, from 9/7/2015 to 6/10/2016

Evidence of Completion

lab schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

A schedule of the use of the Nooks will be created. Surveys with the classes using the Nooks will be done to determine if student enjoyment of reading is increased through the use of e-readers.

Person Responsible

Jeanice Brown

Schedule

Quarterly, from 9/7/2015 to 6/10/2016

Evidence of Completion

surveys

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Lesson plans will include student products that will demonstrate students enhanced knowledge.

Person Responsible

Lawrence Haynes

Schedule

Monthly, from 9/7/2015 to 6/10/2016

Evidence of Completion

samples of student products will be reviewed to ensure that RIP is being implemented effectively

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Administration will conduct periodic visits to computer labs to ensure students are practicing reading and other skills as assigned.

Person Responsible

Gregory Kirkwood

Schedule

Monthly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Lab use form and progress monitoring of district provided quizzes

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Students will complete survey.

Person Responsible

Jeanice Brown

Schedule

Quarterly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Surveys will be counted to determine if program is effective.

G1.B2.S4 Parents will receive training and assistance to enable them to help their students succeed in school 4

🔑 S194191

Strategy Rationale

When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That's the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002)

Action Step 1 5

Hire a part time parent liaison to assist parents in navigating middle school issues and to plan parent trainings.

Person Responsible

Teresa Cruz

Schedule

Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion

log of tasks completed during duty time

Action Step 2 5

Provide substitutes so teachers can attend parent conferences during the school day

Person Responsible

Lawrence Haynes

Schedule

Quarterly, from 9/7/2015 to 6/10/2016

Evidence of Completion

log of parent conferences

Plan to Monitor Fidelity of Implementation of G1.B2.S4 `6`

Logs of parent contact and support will be reviewed.

Person Responsible

Rhonda Couey Brisson

Schedule

Quarterly, from 8/17/2015 to 6/10/2016

Evidence of Completion

logs of parent liaison support to parents

Plan to Monitor Fidelity of Implementation of G1.B2.S4 `6`

Notes of parent conferences will be reviewed to ensure teachers are given coverage to attend.

Person Responsible

Raysa Ramirez

Schedule

Quarterly, from 8/17/2015 to 6/10/2016

Evidence of Completion

parent conference notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 `7`

Administrators will meet with liaison to discuss issues related to parent involvement.

Person Responsible

Rhonda Couey Brisson

Schedule

Quarterly, from 9/7/2015 to 6/10/2016

Evidence of Completion

conference notes

G1.B2.S5 AVID strategies and tutoring will be utilized with targeted students. `4`

Strategy Rationale

AVID is a 5th grade through high school program that prepares students who are traditionally in the "academic middle" for four-year college eligibility. These students are capable of completing rigorous coursework, but are falling short of their potential. They may currently be enrolled in advanced courses but are falling short of their potential as well. They may be students who would be the first in their families to attend college or they may be from low-income areas, but generally speaking, these are students who could be doing much better in higher-level classes with some additional support from the AVID elective class.

Action Step 1 `5`

AVID strategies will be provided through tutorials specifically for students in the AVID program.

Person Responsible

Carol Mercado

Schedule

Quarterly, from 9/7/2015 to 6/10/2016

Evidence of Completion

tutorial sign in sheets and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S5 `6`

AVID lead person will review lessons for rigor and relevance and will meet with tutors and will ensure that AVID students are receiving services.

Person Responsible

Carol Mercado

Schedule

Quarterly, from 9/7/2015 to 6/10/2016

Evidence of Completion

lesson plans, sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S5 `7`

Student performance will be monitored to ensure that students are progressing towards goals selected for AVID tutoring

Person Responsible

Carol Mercado

Schedule

Quarterly, from 9/7/2015 to 6/10/2016

Evidence of Completion

progress monitoring forms

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will work with LTF, reading coach and district personnel on unpacking standards and creating rigorous lessons and scales to match the standards in the core subject areas.	Collins, Lynn	7/6/2015	sign in sheets, handouts and agendas, scales and lesson plans	8/14/2015 one-time
G1.B2.S1.A1	A part-time resource teacher will provide targeted students with additional support through push in/pull out small group instruction. An assessment on a specific benchmark/skill will be used to determine who is to be in the small group. An assessment will be used to determine progress toward mastery of the benchmark/skill. These assessments will come from Discovery Education online resource.	Hunte, Stephanie	8/17/2015	Lists of students receiving push-in/pull-out instruction, progress monitoring form	6/10/2016 weekly
G1.B2.S2.A1	Targeted students will receive additional instruction through tutoring before/after school and differentiated instruction. An assessment on a specific benchmark/skill will be used to determine who is to be in the small group. An assessment will be used to determine progress toward mastery of the benchmark/skill.	Armada, Sarah	8/31/2015	lesson plans, progress monitoring forms	4/29/2016 weekly
G1.B2.S3.A1	Classroom libraries will be purchased and plans created to ensure appropriate instructional use of novels, student based magazines such as Junior Scholastic will be purchased to increase student engagement in content based lessons.	Brown, Jeanice	9/7/2015	student products from lesson plans for novel use	6/10/2016 weekly
G1.B2.S4.A1	Hire a part time parent liaison to assist parents in navigating middle school issues and to plan parent trainings.	Cruz, Teresa	8/17/2015	log of tasks completed during duty time	6/10/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S5.A1	AVID strategies will be provided through tutorials specifically for students in the AVID program.	Mercado, Carol	9/7/2015	tutorial sign in sheets and lesson plans	6/10/2016 quarterly
G1.B1.S1.A2	A select group of teachers will receive training on strategies from the Core Six book. These teachers will then model the use of these strategies in classrooms across the campus. They will also meet with other teachers and provide feedback on the use of these strategies.	Brown, Jeanice	8/17/2015	schedule of modeling by the trained personnel, lesson plans incorporating the strategies	6/10/2016 every-3-weeks
G1.B2.S3.A2	Tables and chairs will be purchased to set up a new computer lab for use so students can practice additional reading/math skills. Printers will also be purchased to allow printing of assessments in the labs. Lanschool program which allows monitoring of student's computers and sharing of teacher's documents and websites with students will also be purchased to increase practice time of appropriate content based material.	Kirkwood, Gregory	9/7/2015	Purchase order showing the order and receipt of tables and chairs	9/7/2015 one-time
G1.B2.S4.A2	Provide substitutes so teachers can attend parent conferences during the school day	Haynes, Lawrence	9/7/2015	log of parent conferences	6/10/2016 quarterly
G1.B1.S1.A3	Teachers will meet weekly with LTF to discuss/review lesson plans, assessments and student progress as related to the standards of each subject area.	Armada, Sarah	9/7/2015	LTM sign in sheets, notes, agendas, LTF schedule	6/10/2016 weekly
G1.B2.S3.A3	Nooks will be purchased from SAC funds. Covers and surge protectors for the Nooks will be purchased using Title I funds	Carlson, Janice	9/7/2015	Purchase order showing the delivery of the covers and Nooks and surge protectors	9/7/2015 one-time
G1.B1.S1.A4	Teachers will implement strategies for the school wide reading initiative program. The coach, J. Brown, will model lessons and provide support to teachers to ensure that students are receiving appropriate instruction to improve reading across the curriculum.	Brown, Jeanice	9/7/2015	Coach schedule, observation notes, debriefing notes, lesson planning notes, etc.	6/10/2016 weekly
G1.MA1	Throughout the year at biweekly meetings, the LTF will review mini assessments with the teacher teams. Also teachers will review quizzes and assessments provided by Performance Matters.	Armada, Sarah	8/17/2015	Achievement data related to the standards will be collected throughout the year. This data includes diagnostic assessments, FCIM mini assessments, Florida Standards Quizzes, Next Generation Standards Quizzes and Unit Standards Assessments.	6/10/2016 biweekly
G1.MA2	The coach will collect and review assessments/student evidence related to the presentation of strategies from Core Six.	Brown, Jeanice	9/7/2015	Achievement data related to the standards will be collected throughout the year. This data includes diagnostic assessments, FCIM mini assessments, Florida Standards Quizzes, Next Generation Standards Quizzes and Unit Standards Assessments.	6/10/2016 monthly
G1.MA3	Throughout the year at biweekly meetings, the LTF will review mini assessments with the teacher teams. Also teachers will review quizzes and assessments provided by Performance Matters.	Armada, Sarah	9/7/2015	Achievement data related to the standards will be collected throughout the year. This data includes diagnostic assessments, FCIM mini assessments, Florida Standards Quizzes, Next Generation Standards Quizzes and Unit Standards Assessments.	6/10/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA4	The coach will collect and review assessments/student evidence related to the presentation of strategies from Core Six	Brown, Jeanice	8/17/2015	Achievement data related to the standards will be collected throughout the year. This data includes diagnostic assessments, FCIM mini assessments, Florida Standards Quizzes, Next Generation Standards Quizzes and Unit Standards Assessments.	6/10/2016 biweekly
G1.MA5	The resource teacher will collect data from Discovery Education assessments, Next Generations Standards Quizzes and Unit Standards Assessments regularly to ensure students are making progress.	Hunte, Stephanie	9/7/2015	Achievement data related to the standards will be collected throughout the year. This data includes diagnostic assessments, FCIM mini assessments, Florida Standards Quizzes, Next Generation Standards Quizzes and Unit Standards Assessments.	6/10/2016 monthly
G1.MA6	The tutorial lead teachers will collect assessment data and provide completed progress monitoring forms to administration.	Armada, Sarah	9/7/2015	Achievement data related to the standards will be collected throughout the year. This data includes diagnostic assessments, FCIM mini assessments, Florida Standards Quizzes, Next Generation Standards Quizzes and Unit Standards Assessments.	4/29/2016 monthly
G1.B1.S1.MA1	Scales will be reviewed and approved by administration for use in the classroom. Lesson plans will be reviewed during observations. Assessments will be reviewed during LTMs. Teachers who attended summer training will be expected to have all items in use immediately.	Subin, Rebecca	8/17/2015	Scales, lesson plans, assessments	6/10/2016 biweekly
G1.B1.S1.MA6	Trainers for the Core Six will develop a schedule for modeling strategies. Administrators will observe the "trainers" of Core Six modeling the strategies. Then the teachers who watched the modeling will be given opportunities to implement the strategies. Lesson plans will be reviewed, observation notes from iObservation and emails will be provided to teachers to ensure that they have received appropriate feedback.	Kirkwood, Gregory	9/7/2015	Lesson plans will be collected and reviewed. Schedules will be reviewed to ensure all teachers who wish to have access to the trainers can do so. Observation notes from iObservation and emails to participating teachers will be reviewed to ensure timely appropriate feedback is given.	6/10/2016 monthly
G1.B1.S1.MA7	In LTMs, grade level/subject area teachers and LTF will review assessments to ensure they are rigorous and related to the standards.	Armada, Sarah	9/7/2015	student work samples from assessments/lessons and LTM notes showing improvement over baseline data when re-teaching occurs.	6/10/2016 biweekly
G1.B1.S1.MA8	The coach will submit a log and schedule each month showing the activities/tasks completed each day. Information will be reviewed by administrator with the coach and feedback will be provided.	Collins, Lynn	8/17/2015	Coach's log and schedule, observation/meeting notes	6/10/2016 monthly
G1.B1.S1.MA1	Administrators will conduct observations to ensure that lessons and scales created during the training are in use. Teachers will provide administration with student work samples related to the lessons/assessments	Subin, Rebecca	8/17/2015	observation notes, lesson plans and scales, student work samples	6/10/2016 biweekly
G1.B1.S1.MA2	Teachers trained in Core 6 strategies will model those strategies and receive feedback from coach and administration. These teachers will also	Couey Brisson, Rhonda	9/21/2015	Lesson plans showing lessons that will be modeled, student work samples	6/10/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	provide feedback to those they observe utilizing the strategies.				
G1.B1.S1.MA3	Administrators will attend LTMs and provide the LTF with feedback related to the meetings.	Subin, Rebecca	9/7/2015	LTM agendas, notes, sign in sheets, and work products including data/item analysis sheets	6/10/2016 weekly
G1.B1.S1.MA4	Administrators will meet with coach and review coach log/schedule and notes to ensure time is being used appropriately.	Collins, Lynn	8/17/2015	Coach's log/schedule and notes from teacher meetings/observations	6/10/2016 monthly
G1.B2.S1.MA1	The resource teacher will review assessments and test grades to ensure progress is being made.	Hunte, Stephanie	9/7/2015	Grades on assessments for individual students and groups who receive push-in/pull-out instruction	6/10/2016 monthly
G1.B2.S1.MA1	Progress reports from Discovery Education (8th grade Science students) will be reviewed along with notes showing collaboration or planning with Science teachers.	Hunte, Stephanie	8/17/2015	progress reports and planning notes	6/10/2016 monthly
G1.B2.S2.MA1	Progress monitoring forms provided by tutorial teachers will be reviewed by administrators.		9/7/2015	progress monitoring forms	4/29/2016 monthly
G1.B2.S2.MA1	Administrators will perform classroom visits to determine that tutors are providing appropriate instruction. Feedback will be provided to the tutors	Kirkwood, Gregory	9/7/2015	Lesson plans will be reviewed for rigor and releevance. Sign in sheets will be reviewed also.	4/29/2016 monthly
G1.B2.S3.MA1	Lesson plans will include student products that will demonstrate students enhanced knowledge.	Haynes, Lawrence	9/7/2015	samples of student products will be reviewed to ensure that RIP is being implemented effectively	6/10/2016 monthly
G1.B2.S3.MA4	Administration will conduct periodic visits to computer labs to ensure students are practicing reading and other skills as assigned.	Kirkwood, Gregory	9/7/2015	Lab use form and progress monitoring of district provided quizzes	6/10/2016 monthly
G1.B2.S3.MA6	Students will complete survey.	Brown, Jeanice	9/7/2015	Surveys will be counted to determine if program is effective.	6/10/2016 quarterly
G1.B2.S3.MA1	Coach and administrator will check in with classes during RIP to ensure lesson plans are being implemented	Brown, Jeanice	9/7/2015	Log of visit for RIP time	6/10/2016 weekly
G1.B2.S3.MA3	A lab schedule will be created to show increased use of computers to practice reading/math skills	Prieto, Lester	9/7/2015	lab schedule	6/10/2016 monthly
G1.B2.S3.MA5	A schedule of the use of the Nooks will be created. Surveys with the classes using the Nooks will be done to determine if student enjoyment of reading is increased through the use of e-readers.	Brown, Jeanice	9/7/2015	surveys	6/10/2016 quarterly
G1.B2.S4.MA1	Administrators will meet with liaison to discuss issues related to parent involvement.	Couey Brisson, Rhonda	9/7/2015	conference notes	6/10/2016 quarterly
G1.B2.S4.MA1	Logs of parent contact and support will be reviewed.	Couey Brisson, Rhonda	8/17/2015	logs of parent liaison support to parents	6/10/2016 quarterly
G1.B2.S4.MA1	Notes of parent conferences will be reviewed to ensure teachers are given coverage to attend.	Ramirez, Raysa	8/17/2015	parent conference notes	6/10/2016 quarterly
G1.B2.S5.MA1	Student performance will be monitored to ensure that students are progressing towards goals selected for AVID tutoring	Mercado, Carol	9/7/2015	progress monitoring forms	6/10/2016 quarterly
G1.B2.S5.MA1	AVID lead person will review lessons for rigor and relevance and will meet with tutors and will ensure that AVID students are receiving services.	Mercado, Carol	9/7/2015	lesson plans, sign in sheets	6/10/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Goal 1: If we provide instruction that is well planned and utilizes research based strategies, then by June 2016, the following changes in scores will occur: • the reading proficiency growth and the writing proficiency growth will increase to the 53st percentile as shown by FY16 FSA scores • FY16 FCAT Science 2.0 scores will increase 45 percent proficiency • math proficiency growth will increase to the 51st percentile as shown by FY16 FSA

G1.B1 Teachers lack time to unpack standards and plan rigorous instruction.

G1.B1.S1 Teachers will receive training in unpacking standards and creating lessons and scales that are rigorous and match the standards. Teachers will implement rigorous standards based lessons and assessments to improve student learning.

PD Opportunity 1

Teachers will work with LTF, reading coach and district personnel on unpacking standards and creating rigorous lessons and scales to match the standards in the core subject areas.

Facilitator

district personnel, LTF and Reading coach

Participants

all teachers who chose to attend summer workshops

Schedule

On 8/14/2015

PD Opportunity 2

A select group of teachers will receive training on strategies from the Core Six book. These teachers will then model the use of these strategies in classrooms across the campus. They will also meet with other teachers and provide feedback on the use of these strategies.

Facilitator

Jeanice Brown

Participants

all teachers

Schedule

Every 3 Weeks, from 8/17/2015 to 6/10/2016

PD Opportunity 3

Teachers will meet weekly with LTF to discuss/review lesson plans, assessments and student progress as related to the standards of each subject area.

Facilitator

Sarah Armada

Participants

all teachers

Schedule

Weekly, from 9/7/2015 to 6/10/2016

PD Opportunity 4

Teachers will implement strategies for the school wide reading initiative program. The coach, J. Brown, will model lessons and provide support to teachers to ensure that students are receiving appropriate instruction to improve reading across the curriculum.

Facilitator

Jeanice Brown

Participants

all teachers

Schedule

Weekly, from 9/7/2015 to 6/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will work with LTF, reading coach and district personnel on unpacking standards and creating rigorous lessons and scales to match the standards in the core subject areas.				$35,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	100-Salaries	2781 - Tradewinds Middle School	Title I Part A		$35,000.00
2	G1.B1.S1.A2	A select group of teachers will receive training on strategies from the Core Six book. These teachers will then model the use of these strategies in classrooms across the campus. They will also meet with other teachers and provide feedback on the use of these strategies.				$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	100-Salaries	2781 - Tradewinds Middle School	Title I Part A		$5,000.00
			2781 - Tradewinds Middle School	Title I Part A		$2,000.00
			Notes: supplies for training and implementation of lessons			
3	G1.B1.S1.A3	Teachers will meet weekly with LTF to discuss/review lesson plans, assessments and student progress as related to the standards of each subject area.				$75,008.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	100-Salaries	2781 - Tradewinds Middle School	Title I Part A		$65,008.00
			Notes: LTF Sarah Armada			
			2781 - Tradewinds Middle School	Title I Part A		$2,500.00
			Notes: supplies for professional development			
			2781 - Tradewinds Middle School	Title I Part A		$7,500.00
			Notes: laptops for professional development activities			
4	G1.B1.S1.A4	Teachers will implement strategies for the school wide reading initiative program. The coach, J. Brown, will model lessons and provide support to teachers to ensure that students are receiving appropriate instruction to improve reading across the curriculum.				$66,008.00

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2781 - Tradewinds Middle School	Title I Part A		$65,008.00
			Notes: Jeanice Brown			
			2781 - Tradewinds Middle School	Title I Part A		$1,000.00
			Notes: supplies for RIP lessons			
5	G1.B2.S1.A1	**A part-time resource teacher will provide targeted students with additional support through push in/pull out small group instruction. An assessment on a specific benchmark/skill will be used to determine who is to be in the small group. An assessment will be used to determine progress toward mastery of the benchmark/skill. These assessments will come from Discovery Education online resource.**				**$33,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2781 - Tradewinds Middle School	Title I Part A		$30,000.00
			2781 - Tradewinds Middle School	Title I Part A		$3,200.00
			Notes: Discovery Education online subscription			
6	G1.B2.S2.A1	**Targeted students will receive additional instruction through tutoring before/after school and differentiated instruction. An assessment on a specific benchmark/skill will be used to determine who is to be in the small group. An assessment will be used to determine progress toward mastery of the benchmark/skill.**				**$48,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		2781 - Tradewinds Middle School	Title I Part A		$17,000.00
			2781 - Tradewinds Middle School	Title I Part A		$31,000.00
			Notes: supplies for differentiated and additional instruciton			
7	G1.B2.S3.A1	**Classroom libraries will be purchased and plans created to ensure appropriate instructional use of novels, student based magazines such as Junior Scholastic will be purchased to increase student engagement in content based lessons.**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2781 - Tradewinds Middle School	Title I Part A		$15,000.00
			Notes: Class novels			

Budget Data

			2781 - Tradewinds Middle School	Title I Part A		$0.00
			Notes: Junior Scholastic			
8	G1.B2.S3.A2	Tables and chairs will be purchased to set up a new computer lab for use so students can practice additional reading/math skills. Printers will also be purchased to allow printing of assessments in the labs. Lanschool program which allows monitoring of student's computers and sharing of teacher's documents and websites with students will also be purchased to increase practice time of appropriate content based material.				**$7,600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2781 - Tradewinds Middle School			$2,600.00
			Notes: Lanschool program			
			2781 - Tradewinds Middle School	Title I Part A		$5,000.00
			Notes: tables, chairs, printers			
9	G1.B2.S3.A3	Nooks will be purchased from SAC funds. Covers and surge protectors for the Nooks will be purchased using Title I funds				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2781 - Tradewinds Middle School	Title I Part A		$2,000.00
			Notes: surge protectors/mondo hubs and Nook covers			
10	G1.B2.S4.A1	Hire a part time parent liaison to assist parents in navigating middle school issues and to plan parent trainings.				**$6,410.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2781 - Tradewinds Middle School			$910.00
			Notes: supplies for parent trainings			
			2781 - Tradewinds Middle School	Title I Part A		$5,200.00
			Notes: salary for PT parent liaison, CLFs and trainers			
			2781 - Tradewinds Middle School	Title I Part A		$300.00
			Notes: postage for mailings			
11	G1.B2.S4.A2	Provide substitutes so teachers can attend parent conferences during the school day				**$1,300.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			2781 - Tradewinds Middle School	Title I Part A		$1,300.00
12	**G1.B2.S5.A1**	**AVID strategies will be provided through tutorials specifically for students in the AVID program.**				**$11,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2781 - Tradewinds Middle School	Other		$11,000.00
			Notes: AVID funding			
					Total:	**$307,526.00**